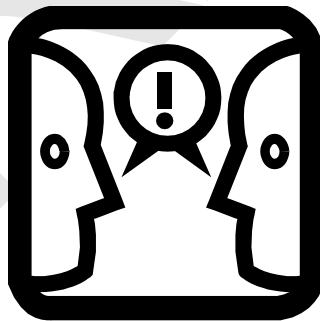


Getting to the Core

English Language Arts

Grade 7 Unit of Study

“The Power of Words”



Draft Version: April 26, 2013

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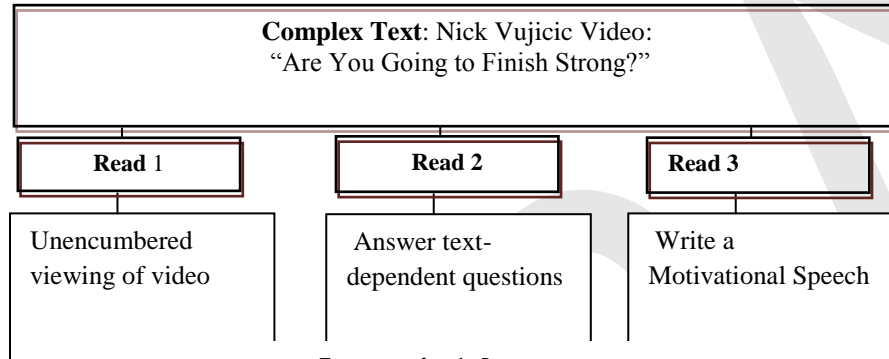


Santa Ana Unified School District Common Core Unit Planner-Literacy

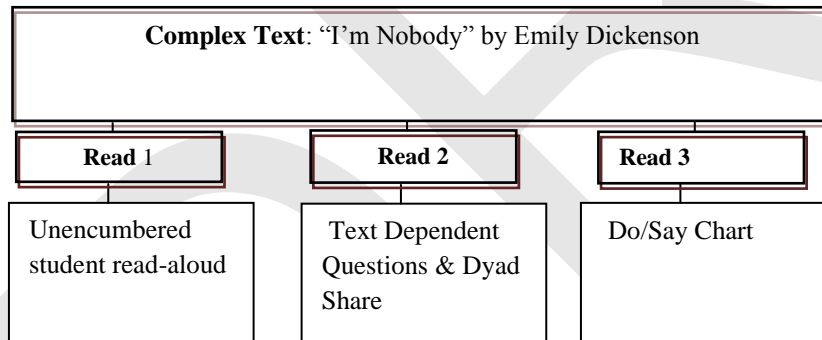
Unit Title:	The Power of Words	
Grade Level/Course:	7th Grade/English Language Arts	Time Frame: 6 Days
Big Idea (Enduring Understandings):	Big Idea: Language has the power to influence others.	
Essential Questions:	In what ways can language influence others? How can language be used to create positive change in others? How can language be used to create negative changes in attitudes and belief systems?	

Instructional Activities: Activities/Tasks

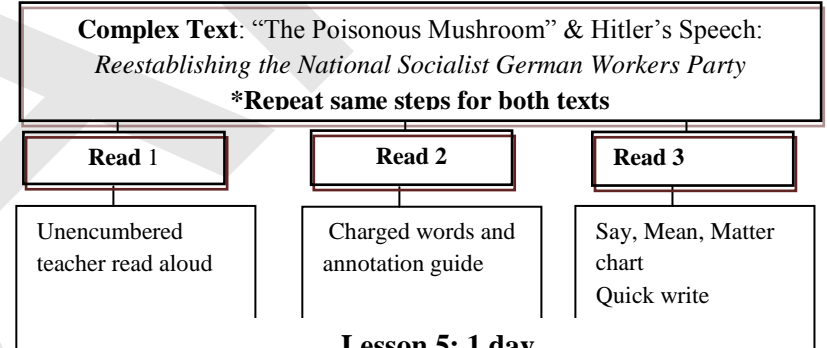
Lessons 1 & 2: 2 days



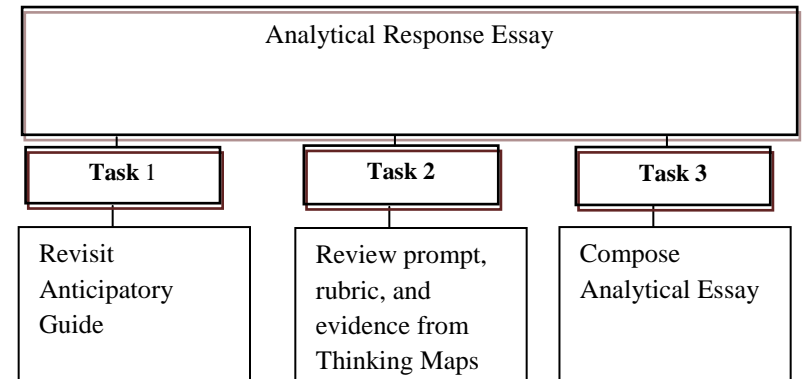
Lesson 4: 1 day



Lesson 3: 2 days



Lesson 5: 1 day



21st Century Skills:	Learning and Innovation: <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Creativity & Innovation Information, Media and Technology: <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Information, Communications & Technology Literacy	
Essential Academic Language:	Tier II: influence impact foreign affirming solitary enlightened calamity depravity baseness praises pedlar (peddler) baptised (baptized) amidst banish dreary	Tier III: tone mood idiom Kosher bog
What pre-assessment will be given? 1. Brainstorms 2. Quick write 3. Preview Statements 4. Anticipatory Guide 5. Image Response Chart		How will pre-assessment guide instruction? Pre-assessments will be used to: 1. Determine if students have adequate knowledge about denotations and connotations of words to be able to determine an author's purpose in using specific words. 2. Analyze what academic language students use, avoid, or misuse when writing about the topic. Teacher will incorporate needed language into lesson to scaffold speaking, writing, listening, and reading.
		Assessment of Standards (include formative and summative)
Common Core Learning Standards Taught and Assessed <i>(include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.)</i>	What assessment(s) will be utilized for this unit? <i>(include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)</i>	What does the assessment tell us?
Bundled Reading Literature Standard(s): RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or a section of a story or drama.	(F) - Text Dependent Questions (RL.7.1; RL.7.4) - Lesson 1: Organizing Thinking Map “Nick Vujicic” (RL.7.1; RL.7.4) - Lesson 1: Guiding Questions for “Nick Vujicic” Video (RL.7.1; RL.7.4) - Lesson 3: Say, Mean, Matter Chart for “Poisonous Mushroom” (RL.7.1; RL.7.4) - Lesson 4: Guiding Questions for “I’m Nobody” (RL.7.1; RL.7.4) - Lesson 4: Do/Say Chart for “I’m Nobody” (RL.7.1; RL.7.4) (S)	These assessments answer the following questions: <ul style="list-style-type: none"> Are students able to cite textual evidence to support claims, assertions, and inferences? When students are collaboratively answering text dependent questions are they able to articulate how words and phrases are used in the text? Are students independently able to respond to the prompt effectively with

	- Lesson 5: Analytical Response Essay (RL.7.1; RL.7.4)	appropriate supports from the text?
Bundled Reading Informational Text Standard(s): RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	(F) - Lesson 1: Wordle Analysis (RI.7.4; RI.7.6) - Lesson 1: Big Idea Circle Map (RI.7.4; RI.7.6) - Lesson 3: Quick write for "Hitler's Speech" (RI.7.4; RI.7.6) - Lesson 4: Advertisement Analysis (RI.7.4; RI.7.6) (S) - Lesson 5: Analytical Response Essay (RI.7.4; RI.7.6)	<ul style="list-style-type: none"> • Are students able to correctly answer questions in pairs/small groups and refer to the text to support their responses? • Are students able to ask their partner questions about the text in partner discussions? • Can students collaboratively organize and create a Circle Map with ideas about the given topics (Wordle)? • Are students able to independently organize and create a Circle Map with ideas?
Common Core Learning Standards Taught and Assessed (include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.)	What assessment(s) will be utilized for this unit? (include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)	What does the assessment tell us?
Bundled Writing Standard(s): W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	(F) - Quick Writes (W.7.4; W.7.10) (S) - Lesson 1: Motivational Speech (W.7.4; W.7.10) - Lesson 5: Analytical Response Essay (W.7.4; W.7.10)	<ul style="list-style-type: none"> • Are students able to collaboratively and independently gather information from resources and write texts that clearly present their analysis, ideas, and supports? • Are students able to write for a variety of purposes?

<p>Bundled Speaking and Listening Standard(s): SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>(F) - Lesson 1: Wordle Analysis (SL.7.1) - Lesson 4: Advertisement Quick Write (SL.7.1) - Lesson 3: Annotation Pair-Share (SL.7.1)</p>	<ul style="list-style-type: none"> • When talking about text in pairs and groups, do students follow protocol/rules/ routines for collaborative discussions? • Do all students participate in thinking, conversations, and final product?
<p>Bundled Language Standard(s): L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (a,b,c) L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a,b) L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a) L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a,b,c) L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>(F) - Lesson 1: Wordle Analysis (L.7.1; L.7.2; L.7.3; L.7.5; L.7.6) - Lesson 4: Quick Writes (L.7.1; L.7.2; L.7.3; L.7.5; L.7.6) - Lesson 3: Annotation Pair-Share (L.7.1; L.7.2; L.7.3; L.7.5; L.7.6)</p>	<ul style="list-style-type: none"> • Do students use the appropriate conventions of standard English grammar when writing or speaking? • Do students use appropriate words to express their ideas when writing or speaking?
<p>Resources/ Materials:</p>	<p><u>Complex Texts to be used</u> Informational Text(s) Titles: “Nick Vujicic Video” transcript, “Hitler’s Speech” Literature Titles: “The Poisonous Mushroom”, “I’m Nobody” Primary Sources: Hitler’s Speech: <i>Reestablishing the National Socialist German Workers Party</i> Media/Technology: “Nick Vujicic Video”; short clip of Adolf Hitler Other Materials: “The Poisonous Mushroom” book cover; advertisements for analysis</p>	
<p>Interdisciplinary Connections:</p>	<p>Cite several interdisciplinary or cross-content connections made in this unit of study (i.e. math, social studies, art, etc.) Students will be analyzing a speech by Hitler and a children’s story used to indoctrinate children on the belief systems of the Nazis. Historical background should be provided for students about this time period as well as a brief overview of Hitler as a leader. Throughout the unit, students are examining how words are used to persuade others. This idea can be connected with how media, art, the government, leaders world-wide, organizations...use words to influence others in their daily lives.</p>	

<p>Differentiated Instruction:</p>	<p>Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level? English Learners will be provided with a variety of scaffolds throughout this unit that support language acquisition. They will be given sentence starters and sentence frames, and they will be given multiple opportunities to read, write, speak, and listen.</p>	<p>Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?</p> <p>Special Needs: *Students will have available a written version of the two videos for them to read before viewing. Students may use the text to refer to when they answer the guiding questions.</p> <p>*Pair students with a peer who can model and provide support with articulating their responses throughout the different tasks in the unit.</p> <p>GATE: *Students will analyze complex text using Depth & Complexity. *Students will complete tasks with few or no scaffolds, depending on their needs. *During the construction of the Circle Map, students will become the leaders of their groups ensuring there is equal participation by all members. *Students will create a multi-media presentation of their motivational speeches.</p>
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Big Idea: Language has the power to influence others.

Essential Question: In what ways can language influence others? How can language be used to create positive change in others?

Unit:	Grade Level/Course:	Duration: 1 day
Lesson #: 1	ELA 7	Date:
Common Core and Content Standards	<p>Content Standards:</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> ✓ Nick Vujicic Video: "Are You Going to Finish Strong?" from TeacherTube http://www.teachertube.com/viewVideo.php?video_id=75383 (2min.40sec) ✓ Plutchik's Wheel of Emotions (Attachment 1A) ✓ Extended Anticipatory Guide/Dyad Share (Attachment 1B& 1C) ✓ Modified Language Frames for Dyad Share (Attachment 1D) ✓ Guiding Questions handout (Attachment 1E) ✓ Wordles (Attachment 1F) ✓ Script for video (Attachment 1G) ✓ Motivational Speech Rubric (Attachment 1H) 	
Objectives	<p>Content:</p> <p>Students will be able to determine a speaker's purpose and analyze the effect that an author's/speaker's word choice has on a given audience.</p>	<p>Language:</p> <ul style="list-style-type: none"> • Students will respond to a set of given statements and share those opinions with a partner using language frames. • Students will analyze a video and then articulate their perspective using strong present tense verbs such as: believe, agree, support...
Depth of Knowledge Level	<p><input type="checkbox"/> Level 1: Recall <input type="checkbox"/> Level 2: Skill/Concept</p> <p><input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>	

College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures		<input type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Valuing evidence	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input type="checkbox"/> Regular practice with complex text and its academic vocabulary			
Academic Vocabulary (Tier II & Tier III)	Teacher provides simple explanation	KEY WORDS ESSENTIAL TO UNDERSTANDING		WORDS WORTH KNOWING	
		influence impact			
	Students figure out the meaning				
Pre-teaching Considerations		Make sure video plays correctly before class begins. All students will need copies of the Anticipatory Guide with the Dyad Share frames on the back, the guiding questions for the video, and (if you choose) copies of the Wordles, side by side, for students to use as you project the Wordles. Prepare students, before the video, by letting them know about the speaker. The teacher may want to read the short bio found at http://en.wikipedia.org/wiki/Nick_Vujicic to provide students with appropriate background information.			
Lesson Delivery Comprehension					
Instructional Methods		Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection			
Lesson Opening	Prior Knowledge, Context, and Motivation: Teacher will introduce the Essential Questions and Big Idea: Language has the power to influence others. Students will be asked to take one minute to reflect on the Big Idea and think of examples where this may be true. After discussing the examples, students will be introduced to the final Analytic Writing prompt (Attachment 5B).				

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<p>Body of the Lesson:</p> <p>Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p>	<p>Preparing the Learner</p> <p><i>*This task introduces students to the idea that words hold deeper meaning.</i></p> <ol style="list-style-type: none"> Students will analyze two Wordles (Attachment 1F). One contains positive words from Nick Vujicic’s speech, while the other contains negative words from Hitler’s speech (students should not be told where the words come from yet). <ol style="list-style-type: none"> Introduce Plutchik’s Wheel of Emotions (Attachment 1A) to students. Go over the different gradients of emotions with them. Students may use this resource when answering the questions for the Wordles. As students analyze both Wordles, have them answer the following reflection questions as a quick write (teacher may write these on the board, project them, or pass them out as a handout): <ol style="list-style-type: none"> How can you describe the types of words in Wordle A and Wordle B? How are the words used in each one different? What message/feelings/thoughts do you get from Wordle A versus Wordle B? Students should then turn to their partner and share their responses. Students will then revisit the Big Idea: Language has the power to influence others. Create a class Circle Map and have students brainstorm responses to the question: How is language used to influence others? Have students think about examples throughout history and in our everyday lives, where language (both verbal and nonverbal) is used to influence/persuade. <p><i>*This task is for the purpose of assessing prior knowledge and current viewpoints.</i></p> <ol style="list-style-type: none"> Students will fill out an Extended Anticipatory Guide (Attachment 1B). Students should only complete the first column of the Anticipatory Guide. Students will not be writing anything in the second column or in the evidence column until the end of the unit. After students mark their responses, they will turn to a partner and do a share out (Dyad Share) using the language frames provided (Attachments 1C or 1D). <p>Interacting with the text</p> <p>1st Read (viewing):</p> <ol style="list-style-type: none"> Students will view the video once without any discussion so that they are able to focus on the message. Ask students to keep the Big Idea in mind as they are watching and think about what Vujicic’s message is. Revisit and add to the Circle Map. How does this video reflect the idea that language, both verbal and nonverbal, has the power to influence others? After the first viewing and discussion with the Circle Map, pass out the Guiding Questions (Attachment 1E) handout and go over the questions. 	<p>Differentiated Instruction:</p> <p>English Learners:</p> <p>*Provide a written version of the video (Attachment 1G) for students to read before viewing the video. Students may use the text to refer to when they answer the guiding questions.</p> <p>Students Who Need Additional Support:</p> <p>*Provide a written version of the video for students to read before viewing the video. Students may use the text to refer to when they answer the guiding questions.</p> <p>*Pair students with a peer who can model and provide support with articulating their responses throughout the different tasks in the unit.</p> <p>*For the motivational speech, have students work with (the general education teacher, special ed. teacher, or assistant) in a small group prior to the lesson to create one speech together. Students can then go back to their seats and create one independently.</p> <p>Accelerated Learners:</p> <p>*For the Circle Map activity, accelerated learners may complete their own Circle Map without assistance from the teacher/class discussion.</p>
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<p>Teacher Reflection</p>	<p>2nd Read (viewing):</p> <ol style="list-style-type: none"> 1. Pass out the video script to the rest of the students (students with disabilities and EL students should already have a copy since they received one to read through before viewing the video). 2. Students will then view the video a second time and answer the guiding questions (Attachment 1E) independently. 3. Once students have been given time to answer the questions, they will turn to their partner and discuss their responses. 4. Teacher should randomly select students to share out to the class. <p>Extending the learning Think of a situation that may be negatively affecting other students your age. Write a short, motivational speech that includes strong, positive words to encourage others to overcome adversity.</p>
	<p>Lesson Reflection</p>



Extended Anticipatory Guide

Directions: Decide whether you agree or disagree with the statements below before we begin our unit. Share your responses with a partner using the Dyad Share language frames. At the end of our unit, decide whether your opinions have remained the same or have changed and support your opinion with evidence from our learning.

	Opinion at the beginning of our unit		Opinion at the end of our unit		Evidence
Statement	Agree	Disagree	Agree	Disagree	
1. Government leaders have the right to tell its citizens what to do.					
2. Inspirational speakers always send positive messages.					
3. I am influenced by other people's words.					
4. Words people use can have a positive influence on others.					
5. Advertisements and words other people say have no effect on me.					
6. People are easily influenced.					

Dyad Share

Work with your partner using the following language to discuss and determine whether you agree or disagree with the statements in the Extended Anticipatory Guide:

Frame I

S1: Ok, I will begin by reading statement 1. "... "Based on what I know, I would say this statement is true/not true, so I will agree/disagree. One reason for my opinion is that ...

S2: I agree/disagree with you. The reason for my agreement/disagreement is that I know that ...
Now I will read statement 2. "... "Based on what I know I would say this statement is true/not true, so I will agree/disagree.

Frame II

S1: Ok, I will begin by reading statement 1. "... "Based on what I know, I would say I agree/disagree with this statement. One reason for my opinion is that...

S2: I agree/disagree with you. The reason for my agreement/disagreement is that I know that ...
Now I will read statement 2. "... "Based on what I know about...I would say agree/disagree.

To Disagree

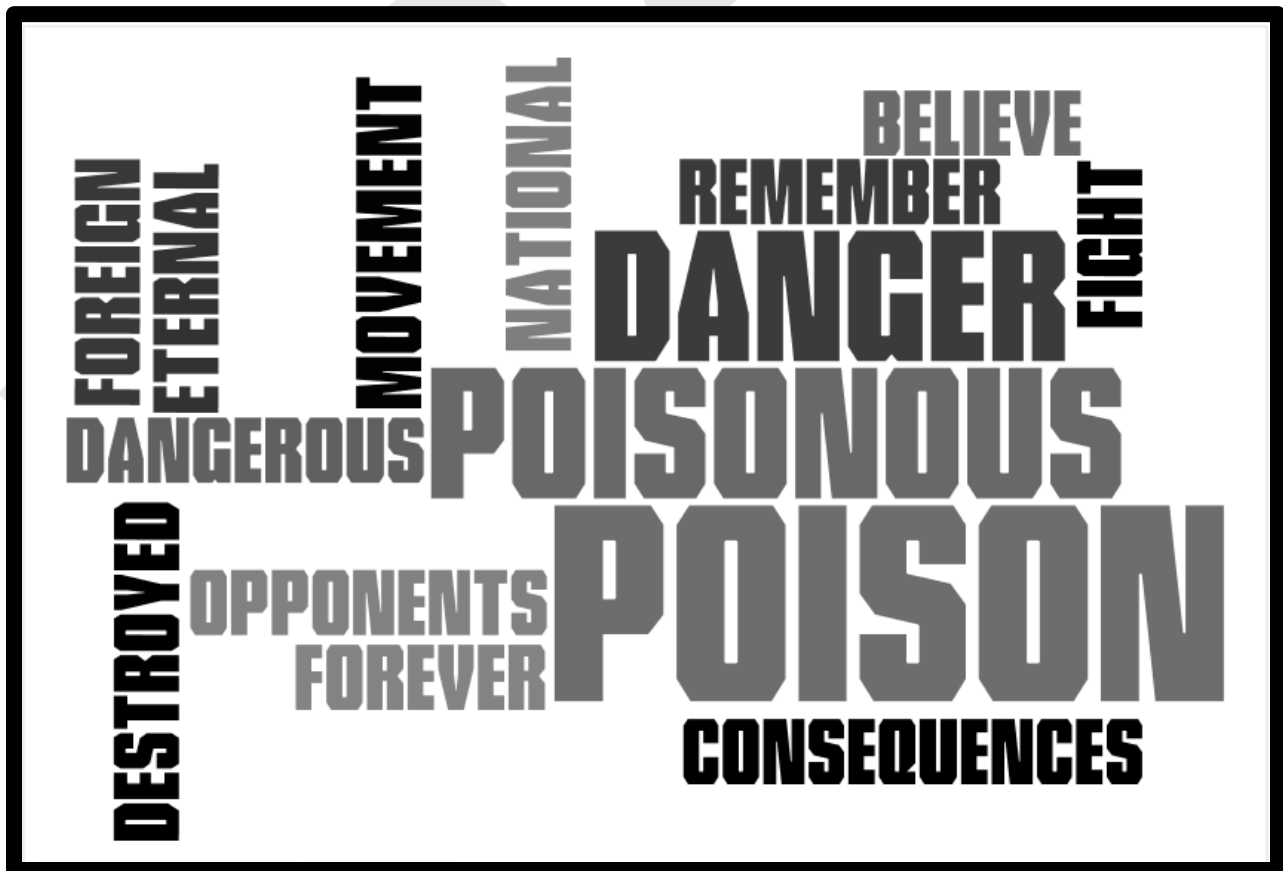
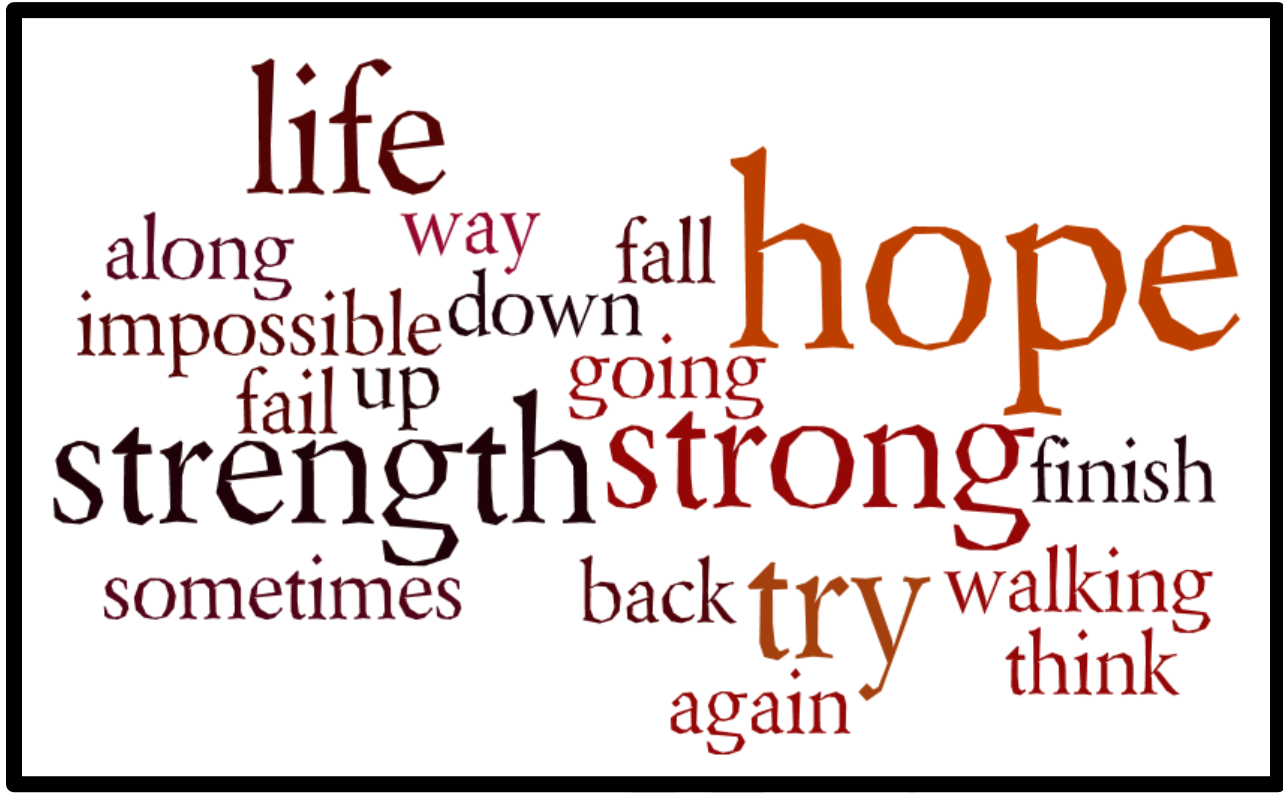
- ☐ Another way to look at it is _____.
- ☐ I understand what you said about _____, but I think _____.
- ☐ I have a different answer. I wrote down that _____.

To Agree

- ☐ You made a good point when you said _____.
- ☐ I see what you're saying. I agree because _____.
- ☐ My idea builds on _____'s idea. I think _____.

Guiding Questions for “Are You Going to Finish Strong?”

1. Based on Nick Vujicic’s words, what do you believe is the purpose of his speech?
2. What is the message he is trying to convey?
3. What are some words he uses that help to convey his message?
4. How does Nick Vujicic’s speech demonstrate that language has power?
5. How might his words influence others?



“Are You Going to Finish Strong”

Nick Vujicic:

“Thank you very much. Nice to see you my name is Nick Vujicic and it’s a pleasure to be with you. So I have no limbs, but I have my little chicken drumstick...But honestly along the way you might fall down like this ready? So what do you do when you fall down? You get back up. Everybody knows to get back up because if I start walking I’m not gonna get anywhere. But I tell you there are sometimes in life where you fall down and you feel like you don’t have the strength to get back up. Do you think you have hope? Because I tell you, I’m down here, face down, and I have no arms no legs. It should be impossible for me to get back up. But it’s not. You see, I will try one-hundred times to get up, and if I fail one-hundred times if I fail and I give up do you think that I’m ever gonna get up...no! But if I fail and I try again, and again, and again but I just want you to know that it’s not the end it matters how you’re gonna finish. Are you gonna finish strong? You will find that strength to get back up like this.”

Motivational Speech Rubric

	4	3	2	1
Opening	Engaging opening that orients the audience to the topic and theme. Audience knows what will follow.	Clear opening that orients audience to topic and theme, but is not engaging. Audience has a good sense of what will follow.	Opening only orients the audience to the topic or theme, but not both. Audience has some sense of what will follow.	No clear opening. Audience is unsure of what the theme is. No basis for audience to predict or follow.
Logic	Connects all ideas logically and builds a compelling, cumulative statement.	Connects most ideas logically and builds a cumulative statement.	Connects some ideas logically and creates a general sense of cumulative statement.	Does not connect ideas logically and makes few or no logical connection between statements.
Vocabulary	Uses precise, evocative language throughout that is appropriate to the audience.	Uses strong accurate language throughout that is appropriate to theme and audience.	Uses occasional strong, accurate language that is appropriate to the theme of the audience.	Uses vague and weak language and/or uses language that violates school honor code.
Conclusion	Creative restatement of main theme and major supports. Strong call to action or beliefs	Clear restatement of main theme and major supports. Audience is asked to a call to action or belief.	There is some restatement of the main theme and major support.	No clear conclusion. The speech just seems to stop.

SAUSD Common Core Lesson Planner

Teacher:

Big Idea: Language has the power to influence others.

Essential Question: How can language be used to create positive change in others?

Unit: Lesson #: 2	Grade Level/Course: ELA 7	Duration: 1 day Date:
Common Core and Content Standards	<p>Content Standards:</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> ✓ Sample Thinking Map for gathering evidence (Attachment 2A) ✓ Blank Thinking Map for gathering evidence (Attachment 2B) ✓ Strong Academic Verbs (Attachment 2C) ✓ Paraphrasing Tips (Attachment 2D) ✓ Paraphrasing Tips (modified for students who need support) (Attachment 2E) ✓ Analysis of Evidence (Attachment 2F) ✓ Basic Structure of an Analytical Paragraph (Attachment 2G) ✓ Analytical Paragraph Scoring Guide (Attachment 2H) 	
Objectives	<p>Content:</p> <p>Students will analyze multiple texts and multimedia in order to gather supporting evidence for an analytical essay.</p>	<p>Language:</p> <ul style="list-style-type: none"> • Students will compose an analytical essay citing evidence as support. • Students will discuss their ideas and read from their Thinking Maps, before they begin to write.
Depth of Knowledge Level	<p><input type="checkbox"/> Level 1: Recall <input type="checkbox"/> Level 2: Skill/Concept</p> <p><input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>	

College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input type="checkbox"/> Building strong content knowledge	
		<input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence	
		<input checked="" type="checkbox"/> Comprehending as well as critiquing	
		<input type="checkbox"/> Using technology and digital media strategically and capably	
		<input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	FIGURE OUT THE MEANING	analytical paraphrase claim	
Pre-teaching Considerations		Students should already be used to being required to write multi-paragraph essays. However, most students are only used to citing evidence in “research” papers. Teacher should have a short discussion on the importance of citing evidence in any piece of writing.	
Lesson Delivery Comprehension			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Opening	<p>Prior Knowledge, Context, and Motivation: <i>This task helps to connect the students’ personal word choices from their motivational speech to the concept of how authors carefully select their words in order to influence their audience.</i> Teacher will reintroduce the Big Idea: Language has the power to influence others.</p> <ol style="list-style-type: none"> Students will be asked to briefly re-examine Nick Vujicic’s words/phrases from his motivational speech (see Attachment 1G) and the words/phrases from the motivational speech they have previously written during Lesson 1 Students will read their speeches silently first and select one strong sentence indicating the specific words/phrases that they selected in order to influence others, as well as explaining the desired effect or message of those words/phrases. (See Language Supports for Writing Sentences below) Students will then read their speech aloud to their group of 4 and state which words/phrases they felt were the most effective/motivational and why. Students may use the frames below when sharing out in their groups. <p>Language Supports for Writing Sentences & Sharing in Groups:</p> <ul style="list-style-type: none"> Similarly to Nick, I used the word/phrase “_____” in order to influence others to _____. I selected the word/phrase “_____” because I wanted my audience to _____ 19. Nick used the word/phrase “_____”, since he wanted his audience to _____. Nick most likely included the word/phrase “_____” in an effort to _____. 		

<p>Body of the Lesson:</p> <p>Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p>	<p>Part 1: Typical Structure</p> <p><i>*Below are the steps for a modeled and guided planning of an analytical paragraph. This is meant to be highly scaffolded for students who struggle with this type of writing. Gradually release responsibility to students for the next analytical piece they write, providing less scaffolds as needed.</i></p> <p>The purpose of today's lesson is for student's to go through the steps of using a combined Thinking Map to organize evidence and ideas for the final essay. Teacher will model how to fill out each part of the Thinking Map with examples from a known story ("Rikki Tikki Tavi" is suggested. A sample has been provided as Attachment 2A). This can be done on the ELMO or on chart paper.</p> <p>NOTE:</p> <p><i>Students should have a copy of the video's transcript to refer to. If time permits, teacher may show the video one more time</i></p> <ol style="list-style-type: none"> 1. Begin the lesson by having a discussion about "Rikki Tikki Tavi" to remind students about the plot. 2. Go over the teacher question/prompt on the Thinking Map and solicit answers from students by selecting volunteers or randomly calling on students. 3. Teacher should chart out an agreed upon answer on the Thinking Map. Students will then work in dyads to answer the following prompt in the "Student Response" section of the Thinking Map: How do Nick Vujicic's words and actions support the idea that language can be used to create positive changes in others? 4. With their partner, students will come to consensus on ONE response to serve as the topic sentence/claim for this paragraph. Teacher reminds students that their topic sentence must include: title of text, author, main idea/claim, and a strong academic verb (see Strong Academic Verbs handout Attachment 2C). 5. Teacher should go through each section of the Thinking Map with students, using "Rikki Tikki Tavi," and fill out possible answers for each one. After each section, students should work in dyads to fill out their own Thinking Maps on Vujicic's speech. <ul style="list-style-type: none"> ○ As the teacher goes through each section, he/she should use the available resources, like the Paraphrasing Tips (Attachment 2D), Analysis of Evidence (Attachment 2F), and Basic Structure of an Analytical Paragraph (Attachment 2G). 6. Next, dyads locate evidence/quotes to support their claim (1-2 examples of textual evidence). Students record the evidence on their own Thinking Map. 7. Each dyad paraphrases their selected piece of evidence (teacher continues to model each step first with "Rikki Tikki Tavi"). Students should refer to <i>Paraphrasing Tips</i> (See Attachment 2D). Students write down the paraphrased information on their Thinking Map under "Paraphrase Evidence." 8. Dyads now analyze their piece of evidence by asking "SO WHAT?" Teacher distributes the <i>Analysis of Evidence</i> handout (See Attachment 2F) and goes over the strategies and thinking that helps develop strong analysis. Students write down this information on their Thinking Map under "Analysis of Evidence." 9. Tell students to think about how this piece of evidence connects to the Big Idea. Students write down these notes on their Thinking Map under "Conclusion" 10. Teacher, along with students, reviews the Basic Structure for an Analytical Paragraph (See Attachment 2G), and dyads verify that each component is present. 	<p>Differentiated Instruction:</p> <p>English Learners:</p> <p>*Pair students with a peer who can model and provide support with articulating their responses throughout the different tasks in the unit.</p> <p>*When using the "Analysis of Evidence" chart, have students focus only on boxes 1, 3, and 8.</p> <p>Students Who Need Additional Support:</p> <p>*Pair students with a peer who can model and provide support with articulating their responses throughout the different tasks in the unit.</p> <p>*For Rikki Tikki activity, have students listen to the story before the lesson to remind them about the plot before having the class discussion. Give students the question/prompt ahead of time.</p> <p>*Students will be using the attached additional resources (Attachment 2F) to support and reinforce the skills of citing evidence and paraphrasing as part of the "I do, we do, you do" model.</p> <p>Accelerated Learners:</p> <p>*Students may continue with the activity independently if they do not need additional support.</p>
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<p>Teacher Reflection</p> <p>Evidenced by Student Learning/Outcomes</p>	<p>11. Students engage in academic oral language practice using the prompts and responses from the “Analytical Writing Language Supports.” In A-B partners, student “A” reads the prompt and student “B” responds using one of the provided language frames. Repeat the process and alternate roles. (Teacher models for students before they begin to work in pairs.)</p> <p>12. <i>Example: Partner A asks: What evidence do you have to support your topic sentence or claim? Partner B responds: As an illustration, in the text on page 5, it reads,...</i></p> <p>Teacher Note: It is critical that students engage in oral language practice with academic words/phrases BEFORE writing.</p> <p>13. Students will be reminded that they will be charting evidence, for each text we analyze, on a Thinking Map template. Students will use the evidence gathered on these charts to complete their final Analytical Writing assignment at the end of the unit.</p> <p>Assessment Tool: Analytical Paragraph Scoring Guide (See Attachment 2G)</p>
	<p>Lesson Reflection</p>
<p>Teacher Reflection</p> <p>Evidenced by Student Learning Outcomes</p>	

Evidence

“So long as the bungalow is empty, we are king and Queen of the garden; and remember that as soon as our eggs in the melon bed hatch our children will need room and quiet.” p. 28

Teacher question: What was Nagaina’s motivation for wanting to get rid of Rikki Tikki?

Student Response/Topic Sentence:

In the story “Rikki Tikki Tavi,” by Rudyard Kipling, Nagaina wishes to get rid of Rikki Tikki to protect her family and to continue being the rulers of the garden.

Paraphrase Evidence

In this part of the story, Nag and Nagaina are Upset that Rikki Tikki has become a “pet” to the people who live in the bungalow. Nagaina wants to get rid of Rikki Tikki and the family. Once they are gone, she and Nag will be “queen and king” of the garden again.

Analysis of Evidence

From this, we can infer that Nagaina’s motive for wanting to get rid of Rikki Tikki is to protect her family. It seems to me, that Nagaina believes her family has more right to life than Rikki and his adopted family. Additionally, the author may be suggesting the ability of selfish creatures to inflict pain on others.

Conclusion

In summary, Nagaina is a selfish creature who care only about the well being of her family and her personal goals.

Teacher question: How do Vujicic's words support the idea that language can be used to create positive change?

Student Response/Topic Sentence:

Evidence



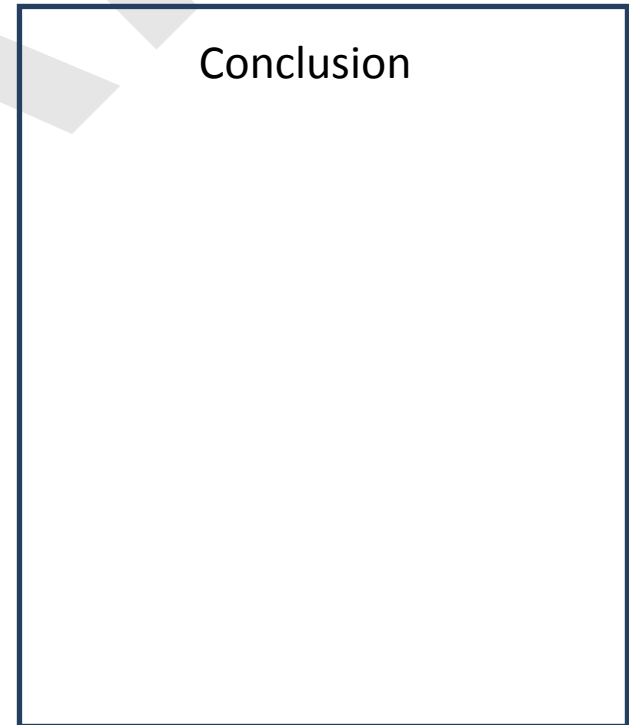
Paraphrase Evidence



Analysis of Evidence




Conclusion



Informative/Explanatory Writing

Strong Academic Verbs

<i>Verbs to express what a person says</i>	<i>Verbs to express the significance of the evidence</i>	
Believes Feels Demonstrates Explains Contends Shows (us) Suggests States Asserts Argues Claims Advises Acknowledges Recognize Agrees Concedes Emphasizes Insists Declares Observes Reminds Us Reports Urges Assumes	Tells (us) Shows (us) Demonstrates Reveals Signifies Illustrates Suggestions Illustrates Suggests Implies Confirms Proves Points out Informs (us) Explains Affirms Makes it evident Indicates	

Examples Language Frames

- The following examples **make it evident that...**
- _____ tends to **believe that...**
- _____ **insists that** we need to...
- Through his/her experience, _____ **demonstrated that...**
- The quote on _____, **reveals that...**
- The quotes on page _____, **illustrates that...**

PARAPHRASING TIPS

Below are some ways to help you paraphrase sentences from a text:

- Eliminate information that is not critical to the main idea in the sentence
- Re-read the line(s)/paragraph(s) before and/or after this section to clarify
- Use a dictionary to help you understand the meaning of unknown words
- Use a thesaurus to help you rephrase a word/detail
- Rephrase words/phrases to express the author's central idea in a different way
- Change the word order in a sentence to express the author's central idea
- Use pronouns for names or names for pronouns to express the central idea clearly
- Include signal words/phrases to link key details/ideas together

Sample Original Sentence: *Health experts say that overeating and a lack of exercise have caused Americans to gain too much weight.*

- Paraphrase Sample 1 – Health professionals say that if you eat too much and do not exercise very much, then you will increase your weight.
 - **Used Synonyms:** experts = professionals; gain = increase
 - **Rephrased Words/Phrases:** overeating = eat too much; lack of exercise = do not exercise very much
 - **Included Signal Words/Phrases:** used an “if...then” statement instead of “caused.”
- Paraphrase Sample 2 – Health experts believe that Americans are overweight because they eat too much unhealthy food and they do not exercise enough.
 - **Changed the Word Order:** started the sentence with the “effect” instead of with the “cause”
 - **Rephrased Words/Phrases:** gained too much weight = overweight; lack of exercise = do not exercise enough
 - **Included Signal Words/Phrases:** used “because” instead of “caused.”
 - **Added Information Based on Reading:** added “unhealthy food”
- Paraphrase Sample 3 – Due to poor eating habits and a lack of physical activity, Americans are overweight.
 - **Rephrased Words/Phrases:** lack of exercise = lack of physical activity; gain too much weight = overweight
 - **Included Signal Words/Phrases:** used “due to” instead of “caused”
 - **Added Information Based on Reading:** added “poor eating habits”
 - **Eliminated Information:** eliminated “health experts”

Paraphrasing Tips

- Eliminate information that is not critical to the main idea in the sentence
- Rephrase words/phrases to express the author's central idea in a different way
- Include signal words/phrases to link key details/ideas together

Topic Sentence Tips

Did I include?

- Title of Text
- Author
- Main Idea/Claim
- Strong Academic Verb

Analysis of Evidence

To **analyze** means to take apart something and examine it closely (DISSECT the information) in order to understand it better or discover more about it. Analysis of details or evidence in texts requires you to *offer* your own *interpretations or evaluations* related to those details or evidence. When writers effectively analyze information from texts, they often use one or more of the following strategies (see chart below). Use the chart below to guide and develop your analytical thinking when responding to textual details/evidence.

Strategy <i>How do I analyze details/evidence from a text?</i>	Thinking <i>What questions can I ask myself to develop my analysis.</i>
Explain the significance of the quote/reference	<ul style="list-style-type: none"> ▪ Why is this significant? ▪ What new information is revealed and how? ▪ How may this information affect others?
Compare and/or Contrast key concepts in the quote/reference	<ul style="list-style-type: none"> ▪ How are these ideas similar to what I have experienced, seen, or read? Explain. ▪ How are these ideas different from what I have experienced, seen, or read? Explain. ▪ Why does the author make these connections?
Interpret the meaning of the quotation/reference	<ul style="list-style-type: none"> ▪ What do these words or phrases mean? ▪ What is the author suggesting or implying when he states this? ▪ What kind of language is used (i.e., figurative language) and why?
Examine the causes and reasons presented in the quote/reference	<ul style="list-style-type: none"> ▪ Are the reasons valid? Explain why or why not. ▪ Could there possibly be other causes or reasons for this? State the causes/reasons and cite evidence to support them. ▪ How can knowledge of the causes help us to find solutions?
Examine the effects and consequences noted in the quote/reference	<ul style="list-style-type: none"> ▪ What is the impact on other people, places, or things? Explain. ▪ Why should we care about these effects or consequences? ▪ Does the author provide evidence-based explanations that link the cause(s) to the effect(s)? Are there any missing details?
Justify your opinion (agree or disagree with) regarding the concepts or ideas presented in the quote/reference	<ul style="list-style-type: none"> ▪ What part(s) do you agree or disagree with? Why? ▪ What additional evidence do you have to support or refute the ideas presented in the text? Explain. ▪ How do these ideas support or not support your personal experiences?
Evaluate (justify or take a position) on ideas introduced in the quote/reference	<ul style="list-style-type: none"> ▪ Are the claims/opinions stated by the author valid and supported by evidence? ▪ What kind of evidence does the writer include? Is the evidence valid and reliable? ▪ What counterclaim do you have and why?
Evaluate the author's use of literary or rhetorical devices	<ul style="list-style-type: none"> ▪ Is the author's choice of words effective for his/her purpose and intended audience? ▪ How do these particular devices help to convey the author's central idea/theme? ▪ How does the use of these devices impact your understanding of the text?

Basic Structure of an Analytical Paragraph

Typical Text Structure (TEPAC)

Topic Sentence

- Identify the text, author and publisher (if provided) + strong predicate + central idea/theme.

Evidence

- Include specific details from the text to support the topic sentence.

Paraphrase Evidence

- Use your own thinking and language to express the author's ideas.

Analysis of Evidence

- Explain the significance (provide an interpretation) of the evidence.

Concluding Statement

- Explain how the evidence connects back to the topic sentence/claim.

Analytical Paragraph Scoring Guide

ADVANCED

- ☐ Includes all of the Proficient criteria plus:
- ☐ 5 or more sentences of analysis
- ☐ 5 or more examples of precise language (verbs, nouns, and/or adjectives)

PROFICIENT

Content

- ☐ States a claim
- ☐ Cites textual evidence to support claim
- ☐ Paraphrases the evidence
- ☐ Analyzes the evidence (in support of the claim) in one or more of the following ways:
 - ☐ Explains Significance
 - ☐ Interprets Information
 - ☐ Compares/Contrasts Key Concepts
 - ☐ Examines Causes/Effects
 - ☐ Debates Ideas/Concepts
 - ☐ Evaluates Ideas/Rhetoric
- ☐ Concludes by stating how the evidence supports the claim

Language

- ☐ Includes 2-4 transitions and/or signal words and phrases
- ☐ Includes 2-4 precise verbs, nouns, and/or adjectives
- ☐ Uses complete sentence

BASIC

- ☐ Includes 4 of the “content” Proficient criteria.
- ☐ Includes 2 of the “language” Proficient criteria.

BELOW BASIC

- ☐ Includes fewer than 4 of the “content” Proficient criteria.
- ☐ Includes fewer than 2 of the “language” Proficient criteria.
- ☐ Task to be repeated after re-teaching
- ☐ Comments:

Big Idea: Language has the power to influence others.

Essential Question: In what ways can language influence others? How can language be used to create negative changes in attitudes and belief systems?

Unit:	Grade Level/Course:	Duration: 2 days
Lesson #: 3	ELA 7	Date:
Common Core and Content Standards	<p>Content Standards:</p> <p>RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> ✓ Hitler biography video clip http://www.biography.com/people/adolf-hitler-9340144 ✓ <i>The Poisonous Mushroom</i> book cover image & Table of Contents (Attachment 3A) ✓ Say, Mean, Matter chart (Attachment 3B) ✓ Ernst Hiemer's short story "The Poisonous Mushroom" regular version (Attachment 3C) ✓ Ernst Hiemer's short story "The Poisonous Mushroom" differentiated version (Attachment 3D) ✓ Excerpt from Adolf Hitler's speech – regular version (Attachment 3E) ✓ Excerpt from Adolf Hitler's speech – differentiated version (Attachment 3F) ✓ Annotation Symbols Chart (Attachment 3G) ✓ Viewing With a Focus Guide (Attachment 3H) ✓ Blank Thinking Map for gathering evidence about "The Poisonous Mushroom" (Attachment 3I) ✓ Blank Thinking Map for gathering evidence about Hitler's speech (Attachment 3J) 	
Objectives	<p>Content:</p> <p>Students will be able to determine a speaker's purpose and analyze the effect that an author's/speaker's word choice has on a given audience.</p>	<p>Language:</p> <ul style="list-style-type: none"> • Students will annotate the text and share those responses with a partner using sentence frames. • Students will analyze a short story and excerpt from a speech and then articulate the author's perspective using precise adjectives.

College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures		<input type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Valuing evidence	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary			
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING		WORDS WORTH KNOWING	
		“The Poisonous Mushroom”: affirming solitary enlighten calamity depravity baseness Adolf Hitler’s Speech: foreign		praises pedlar Kosher baptised amidst	
	FIGURE OUT THE MEANING				
Pre-teaching Considerations		<p>*It’s crucial that teachers have a conversation with students, before starting this lesson, about the atrocity of the Holocaust. Discuss with students that they need to be respectful and mature when having group and class discussions regarding this topic.</p> <p>*In order to provide students with background information about the anti-Semitic children’s book <i>Der Giftpilz</i>, which includes the story “The Poisonous Mushroom”, the teacher should read the introduction found at http://www.johndclare.net/Nazi_Germany2_PoisonousMushroom.htm AFTER discussing first impressions about the cover page of the short story.</p> <p>*Language Supports (sentence frames): Throughout the lesson, there are sentence frames used for writing and/or sharing. It is up to the teacher’s discretion how these language supports will be shared with students.</p> <p>*For Day 2, ensure that the Adolf Hitler biography video clip is working appropriately (link: http://www.biography.com/people/adolf-hitler-9340144)</p>			
Lesson Delivery					
Instructional Methods		<p>Check method(s) used in the lesson:</p> <div><input type="checkbox"/> Modeling</div> <div><input checked="" type="checkbox"/> Guided Practice</div> <div><input checked="" type="checkbox"/> Collaboration</div> <div><input checked="" type="checkbox"/> Independent Practice</div> <div><input type="checkbox"/> Guided Inquiry</div> <div><input checked="" type="checkbox"/> Reflection</div>			

<p>Lesson Opening</p>	<ol style="list-style-type: none"> 1. Students will analyze the cover of <i>The Poisonous Mushroom</i> book (Attachment 3A) 2. Have students think about words that describe the image and how this image makes them feel (students may refer to Plutchik’s Wheel of Emotions again). 3. As a class, create a Circle Map with the image in the center. Have students provide their description of what they see in this image and ideas about the author’s purpose for writing this story. 4. In the frame of reference, students should include the emotions that guided them to their descriptions. How does this image make you feel? Why? 	
<p>Body of the Lesson:</p> <p>Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p>	<p>Day 1: “The Poisonous Mushroom”</p> <p>Preparing the Learner</p> <ol style="list-style-type: none"> 1. In order to contextualize the text, the teacher will give background information about the book at this time by reading the first portion of the background information found on http://www.johndclare.net/Nazi_Germany2_PoisonousMushroom.htm 2. Teachers should make it clear that this is an example of Nazi propaganda used to “brainwash” children. <p>Interacting with the Text</p> <p>Task: Text Annotation</p> <p><i>This task provides students with an initial reading focus that helps build their understanding of the text and their metacognitive skills.</i></p> <p>1st Read:</p> <ol style="list-style-type: none"> 1. Students are given a copy of the story “The Poisonous Mushroom” (Attachment 3C). For the first read, the teacher will read the story out loud using the appropriate tone and inflection to demonstrate the conversational dialogue between mother and son. 2. After reading, go back to the Circle Map to chart and have a discussion about how the written language in the story has affected their opinions and interpretations of the story cover. <p>2nd Read:</p> <ol style="list-style-type: none"> 3. For the second read, pass out the Annotation Symbols Chart (Attachment 3G), which includes Language Supports via sentence frames for the sharing segment. Students will annotate the text using the symbols (they may jot down brief notes as well). Students will also underline any “charged” words that are repeated, emphasized, or influential (meaning that the words were carefully selected to persuade the audience to think or feel a certain way). 4. In pairs, students will take turns orally sharing two of their annotations using the sentence frames from the chart. 5. Student B will share one annotation while Student A listens; then it will be Student A’s turn to share. Students repeat with Student B sharing first. <p>3rd Read:</p> <p>Task: Say, Mean, Matter Chart</p> <p><i>This task provides students with a close-reading strategy that requires students to delve deep into the ideas and language presented in a text.</i></p> <ol style="list-style-type: none"> 1. Distribute the Say, Mean, Matter Chart (Attachment 3B). 2. Have students work in groups of 4 or dyads to complete the chart. 3. Discuss answers in class <p>Extending the Learning</p> <ol style="list-style-type: none"> 1. Students will complete a combined Thinking Map (Attachment 3I) like the one they completed for Nick Vujicic’s speech. 2. Students should be able to do this independently now since it was 	<p>Differentiated Instruction:</p> <p>English Learners: *Provide copies of “The Poisonous Mushroom” differentiated version (bold-faced key words). *“The Poisonous Mushroom” is chunked into three sections and numbered for easy reference (1, 2, and 3).</p> <p>Students Who Need Additional Support: *For the annotation activity, pull a small group and model how to annotate the text and underline charged words with paragraph 1. Do the same with paragraph 2 with student input this time. The remainder of the text should be annotated independently (I do, We do, You do model)</p> <p>Accelerated Learners: *For the Collaborative Annotation Chart task, ask learners to find evidence of Depth and Complexity by using the icons. Students should also make notes on the ethical issues surrounding this text: Is the mother’s message to her son ethical? Why or why not?</p>

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modeled in a previous lesson.

3. Teacher may choose to allow students to work in pairs again to complete this task. Students who need additional support may be pulled into a smaller group to complete the task with the teacher.

Day 2: Adolf Hitler's Speech

This task serves to bridge students' prior knowledge with new information, and also builds students' background knowledge on the historical context of the text to be explored.

Preparing the Learner

1. Show a brief 5-minute video clip about Adolf Hitler to give students adequate background information before completing the following tasks.
(link: <http://www.biography.com/people/adolf-hitler-9340144>)
2. During the viewing of the video clip, instruct students to fill out the "Viewing With a Focus Guide" (**Attachment 3H**).
3. Inform students that there will be many words and ideas that they may not be familiar with, but to just do their best to jot down details that they can comprehend. The purpose is to gain some background knowledge about Adolf Hitler to better access the speech excerpt in the learning task.

Interacting with the Text

Task: Text Annotation Continued

This task provides students with an initial reading focus that helps build their understanding of the text and their metacognitive skills.

1st Read:

1. Students are given a copy of the excerpt from Adolf Hitler's speech (**Attachment 3E**) For the first read, the teacher will read excerpt out loud using the appropriate tone and inflection to demonstrate what was characteristic of Hitler's style of delivery.

2nd Read:

2. For the second read, pass out the Annotation Symbols Chart (**Attachment 3G**), which includes Language Supports via sentence frames for the sharing segment. Students will annotate the text using the symbols (they may jot down brief notes as well). Students will also underline any "charged" words that are repeated, emphasized, or influential (meaning that the words were carefully selected to persuade the audience to think or feel a certain way).
3. In pairs, students will take turns orally sharing two of their annotations using the sentence frames from the chart.
4. Student B will share one annotation while Student A listens; then it will be Student A's turn to share. Students repeat with Student B sharing first.

3rd Read:

This task will allow students to make connections between two different texts on the same topic.

1. Have students compare and contrast their findings from "The Poisonous Mushroom" and Adolf Hitler's speech in the form of a Quick Write.
2. Students should focus on the following questions:
 - a. What words are repeated in both texts?
 - b. What is the effect of these words?
 - c. What is main purpose of both texts?

	<p>Extending the Learning</p> <ol style="list-style-type: none"> 1. Students will complete a combined Thinking Map (Attachment 3J) like the one they completed for Nick Vujicic's speech. 2. Students should be able to do this independently now since it was modeled in a previous lesson. 3. Teacher may choose to allow students to work in pairs again to complete this task. Students who need additional support may be pulled into a smaller group to complete the task with the teacher. 	
Lesson Reflection		

The Poisonous Mushroom

Stories by Ernst Hiemer.

Pictures by Fips.

1. The Poisonous Mushroom
2. How To Identify a Jew
3. How The Jews Came To Us
4. What Is The Talmud
5. Why The Jews Let Themselves Be Baptised
6. How A German Peasant Was Driven From House And Farm
7. How Jewish Traders Cheat
8. The Experience of Hans And Else with a Strange Man
9. Inge's Visit To a Jewish Doctor
10. How The Jew Treats His Domestic Help
11. How Two Women Were Tricked By Jewish Lawyers
12. How Jews Torment Animals
13. What Christ Said About The Jews
14. Money Is The God of The Jews
15. How Worker Hartmann Became A National Socialist
16. Are There Decent Jews?
17. Without Solving The Jewish Question No Salvation For Mankind



“The Poisonous Mushroom” by Ernst Hiemer

3B

Questions	Say (What information is presented? Use direct quotes)	Mean (What does the quote mean? What are its implications?)	Matter (So what? What is the significance? What was the author’s purpose in writing this?)
1. What is being discussed by Franz and his mother in passage 1?			
2. How does the author characterize Jewish people throughout the story?			
3. What words are repeated? What effect do they have on you as a reader?			

Background: This story, by Ernst Hiemer, comes from *Der Giftpilz*, an anti-Semitic children's book published by Julius Streicher in 1938.

The Poisonous Mushroom

1

A mother and her young boy are gathering mushrooms in the German forest. The boy finds some poisonous ones. The mother explains that there are good mushrooms and poisonous ones, and, as they go home, says:

“Look, Franz, human beings in this world are like the mushrooms in the forest. There are good mushrooms and there are good people. There are poisonous, bad mushrooms and there are bad people. And we have to be on our guard against bad people just as we have to be on guard against poisonous mushrooms. Do you understand that?”

“Yes, mother,” Franz replies. “I understand that in dealing with bad people trouble may arise, just as when one eats a poisonous mushroom. One may even die!”

2

“And do you know, too, who these bad men are, these poisonous mushrooms of mankind?” the mother continued.

Franz slaps his chest in pride:

“Of course I know, mother! They are the Jews! Our teacher has often told us about them.”

The mother praises her boy for his intelligence, and goes on to explain the different kinds of “poisonous” Jews: the Jewish pedlar, the Jewish cattle-dealer, the Kosher butcher, the Jewish doctor, the baptised Jew, and so on.

“However they disguise themselves, or however friendly they try to be, affirming a thousand times their good intentions to us, one must not believe them. Jews they are and Jews they remain. For our Volk they are poison.”

“Like the poisonous mushroom!” says Franz.

“Yes, my child! Just as a single poisonous mushroom can kill a whole family, so a solitary Jew can destroy a whole village, a whole city, even an entire Volk.”

Franz has understood.

“Tell me, mother, do all non-Jews know that the Jew is as dangerous as a poisonous mushroom?”

Mother shakes her head.

“Unfortunately not, my child. There are millions of non-Jews who do not yet know the Jews. So we have to enlighten people and warn them against the Jews. Our young people, too, must be warned. Our boys and girls must learn to know the Jew. They must learn that the Jew is the most dangerous poison-mushroom in existence. Just as poisonous mushrooms spring up everywhere, so the Jew is found in every country in the world. Just as poisonous mushrooms often lead to the most dreadful calamity, so the Jew is the cause of misery and distress, illness and death.”

German youth must learn to recognise the Jewish poison-mushroom. They must learn what a **danger** the Jew is for the German *Volk* and for the whole world. They must learn that the Jewish problem involves the destiny of us all.

“The following tales tell the truth about the Jewish poison-mushroom. They show the many shapes the Jew assumes. They show the depravity and baseness of the Jewish race. They show the Jew for what he really is: The Devil in human form.

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The Poisonous Mushroom

1

A mother and her young boy are gathering mushrooms in the German *forest*. The boy finds some **poisonous** ones. The mother explains that there are good mushrooms and **poisonous** ones, and, as they go home, says:

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“Yes, mother,” Franz replies. “I understand that in dealing with bad people trouble may arise, just as when one eats a **poisonous** mushroom. One may even die!”

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“And do you know, too, who these bad men are, these **poisonous** mushrooms of mankind?” the mother continued.

Franz slaps his chest in pride:

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“However they disguise themselves, or however friendly they try to be, affirming a thousand times their good intentions to us, one must not believe them. Jews they are and Jews they remain. For our Volk they are **poison**.”

“Like the poisonous mushroom!” says Franz.

“Yes, my child! Just as a single **poisonous** mushroom can kill a whole family, so a solitary Jew can **destroy** a whole village, a whole city, even an entire Volk.”

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The author then concludes this story by pointing the moral:

German youth must learn to recognise the Jewish **poison**-mushroom. They must learn what a **danger** the Jew is for the German *Volk* and for the whole world. They must learn that the Jewish problem involves the destiny of us all.

“The following tales tell the truth about the Jewish **poison**-mushroom. They show the many shapes the Jew assumes. They show the depravity and baseness of the Jewish race. They show the Jew for what he really is: The Devil in human form.

Hitler's Speech: *Reestablishing the Nationalist German Workers Party*

February 27, 1925

The greatest danger we face is and remains the poison of foreign peoples in our national body. All other dangers are of limited duration. Only this one has eternal consequences. Many are speaking of new goals for the movement, and fail to see the forest for the trees. They suddenly believe that it is necessary to fight fifteen or twenty opponents. In the midst of this confusion of goals, I ask you only to think of Berlin, to look at Friedrichstradt. There you will see one Jewish lad after another with his arm around a German girl. Then remember that every night, thousands and thousands of people of our blood are destroyed forever in a single moment, their children and grandchildren lost to us.

- Pg. 24 of *Landmark Speeches of National Socialism* Edited and with translations by Randall L. Bytwerk

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February 27, 1925

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- Pg. 24 of Landmark Speeches of National Socialism Edited and with translations by Randall L. Bytwerk

*Idiom: Fail to see the forest for the trees: overly concerned with detail; not understanding the whole situation

Name _____

Period _____

ANNOTATION SYMBOLS

Symbol	Comment/Question/Response	Sample Language Support
?	<ul style="list-style-type: none"> Questions I have Wonderings I have Confusing parts for me 	<ul style="list-style-type: none"> The statement, "...” is confusing because... I am unclear about the following sentence(s) I don't understand what s/he means when s/he states...
+	<ul style="list-style-type: none"> Ideas/statements I agree with 	<ul style="list-style-type: none"> I agree with the author's idea that...because... Similar to the author, I also believe that...because... I agree somewhat with the author when s/he argues that...because...
-	<ul style="list-style-type: none"> Ideas/statements I disagree with 	<ul style="list-style-type: none"> I disagree with the author's idea that...because... Unlike the author, I do not believe that...because... The author claims that...However, I disagree because...
*	<ul style="list-style-type: none"> Author's main points Key ideas expressed Significant ideas 	<ul style="list-style-type: none"> One significant idea in this text is... The author is trying to convey... One argument the author makes is that...
!	<ul style="list-style-type: none"> Shocking statements or parts Emotional response Surprising details/claims 	<ul style="list-style-type: none"> I was shocked to read that...(further explanation) How can anyone claim that... The part about ____ made me feel...
o	<ul style="list-style-type: none"> Ideas/sections you connect with What this reminds you of 	<ul style="list-style-type: none"> This section reminded me of... I can connect with what the author said because This experience connects with my own experience in that...

Name _____

Period _____

Viewing With a Focus: Adolf Hitler Biography Video Clip

Question	Response with evidence from the video
1. What was Hitler's "mission in life"?	
2. What type of childhood did Hitler have?	
3. Why were people willing to follow Hitler? What circumstances led them to believing Hitler?	
4. What is Hitler remembered for?	

Evidence



Teacher question: How does “The Poisonous Mushroom” use language to create a negative attitude and belief system?

Student Response/Topic Sentence:

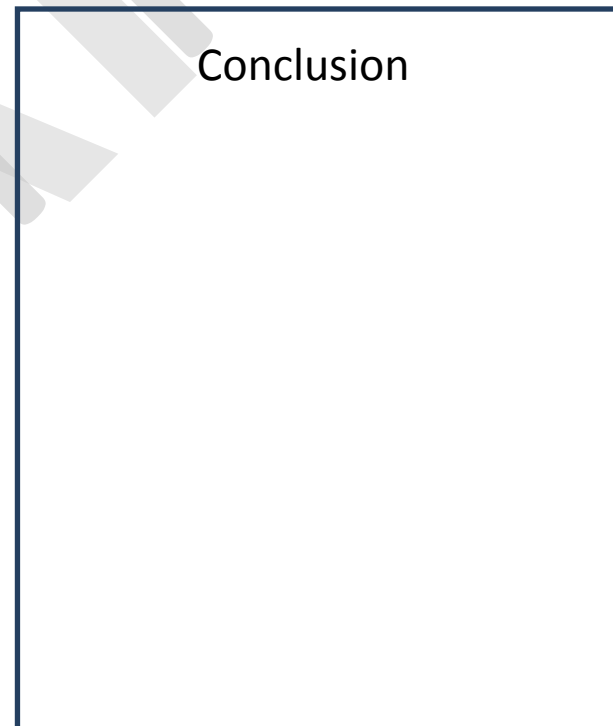
Paraphrase Evidence



Analysis of Evidence



Conclusion



Teacher question: How does Hitler's use of language promote a negative belief system?

Student Response/Topic Sentence:

Evidence



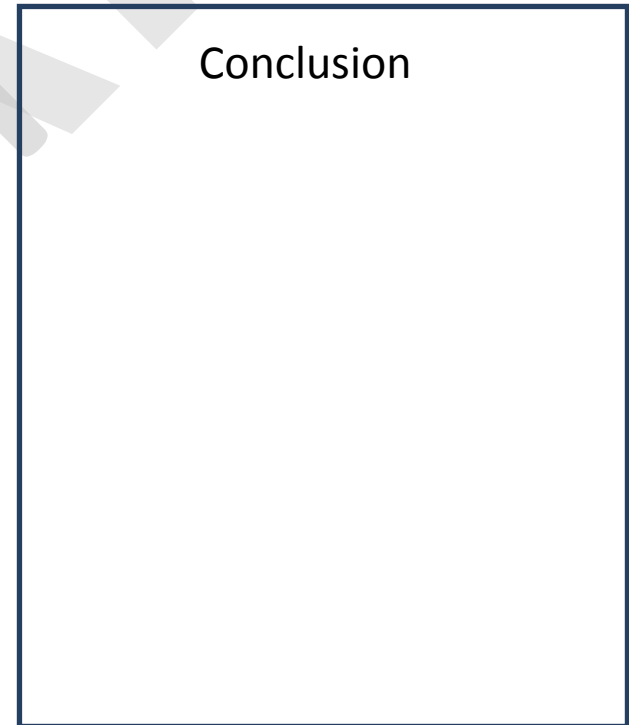
Paraphrase Evidence



Analysis of Evidence



Conclusion



SAUSD Common Core Lesson Planner

Teacher:

Big Idea: Language has the power to influence others.

Essential Question: In what ways can language influence others?

Unit:	Grade Level/Course:	Duration: 1 day
Lesson #: 4	ELA 7	Date:
Common Core and Content Standards	<p>Content Standards:</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> ✓ Advertisements for Analysis (Attachment 4A) ✓ Scrambled Poem "I'm Nobody" (Attachment 4B) ✓ Emily Dickens poem "I'm Nobody" (Attachment 4C) pg 383 Holt Textbook ✓ Guiding Questions Handout (Attachment 4D) ✓ DO/SAY Chart (Attachment 4E) ✓ DO/SAY Chart Accelerated Learners (Attachment 4F) 	
Objectives	<p>Content:</p> <p>Students will be able to determine a speaker's purpose and analyze the effect that an author's/speaker's word choice has on a given audience.</p>	<p>Language:</p> <ul style="list-style-type: none"> • Students will respond in complete sentences to a Quick Write prompt both orally and in writing. • Students will analyze a poem and then articulate their perspective using strong present tense verbs such as: believe, agree, support...

Depth of Knowledge Level		<input type="checkbox"/> Level 1: Recall <input type="checkbox"/> Level 2: Skill/Concept	
		<input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	Teacher provides simple explanation	KEY WORDS ESSENTIAL TO UNDERSTANDING banish dreary admiring bog	WORDS WORTH KNOWING
	Students figure out the meaning		
Pre-teaching Considerations		Make sure students have a general understanding of simile, metaphor, and audience before reading. The goal in using this poem is for students to see that everyone has a choice in how they allow verbal and non-verbal language to influence them. Although the word “nobody” has a negative connotation, Emily Dickinson seems to be at peace with being a “nobody.”	
Lesson Delivery Comprehension			
Instructional Methods		Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	

Prior Knowledge, Context, and Motivation:

In the following lesson, students will be reading, viewing, thinking, and writing about the influence verbal and non-verbal language possesses. Students will look at two advertisements and evaluate the influence the spoken and “unspoken” words have on them.

Part 1: Quick write with Three-Step Interview

Teacher will refer back to the Big Idea: **Language has the power to influence others.** Students will look at two advertisements and analyze them through the lens of two questions:

What are the unsaid words in this advertisement? Who is the intended audience? (**Attachment 4A**)

Quick Write Prompt:

This task helps to bridge the students’ personal experiences to the concept of how words influence them.

1. Students will compose a Quick Write in response to the two guiding questions about the advertisements.
2. Give students 3-5 minutes to respond to the prompt.

Teacher Note: Students should be seated in groups of four and form two dyads that will interview each other. Explain that you will provide the questions and the interview will take place in three steps.

Step One – Student A asks Student B the quick write questions. Student B responds. Student A must listen carefully because s/he will have to repeat it to the table group.

Step Two – Student B now asks Student A the quick write question. Student A responds. Student B must listen carefully because s/he will have to repeat it to the table group.

Step Three – Each person shares his/her partner’s response to the quick write question.

Language Supports for Three Step Interview share out:

- My partner stated that the unspoken words in this advertisement are... S/he explained that it tells him/her that...
- My partner shared something very interesting, s/he said...
- My partner shared an experience that revealed that _____ and _____ are some unsaid words from the advertisement, and that the add tells him/her that...

Teacher preselects or asks for volunteers to share what THEIR PARTNER said. Teacher charts responses as students share.

Part 2: Preparing the Learner

This task provides students with a way to capture the general sense of the structure and content of the text. This also helps set a purpose for reading.

4. Students will analyze the scrambled poem (**Attachment 4B**)
 - a. Students choose two of the lines from the poem to read aloud to their partner.
 - b. After both partners have read their lines aloud, students write a preview statement telling what they predict the text will be about (the topic).
 - From my preview of the two phrases of this poem, _____, I predict that the poem will (explain, describe, compare, contrast, present, offer...etc)
 - c. Teacher calls on students randomly to begin academic discussion.
 - d. Students will then revisit the Big Idea: “**Language has the power to influence.**”

<p>Body of the Lesson:</p> <p>Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p>	<p>Part 3: Interacting with the Text</p> <p><i>This task helps students understand information in meaningful contexts. This also requires them to pause and reflect on meaning.</i></p> <p>1st Read:</p> <ol style="list-style-type: none"> Students are given a copy of the poem “I’m Nobody” (Attachment 4C). Teacher should have a list of different tones (sad, careless, happy, and scornful). Students will read the poem aloud in the tone they are given or self-select. Students read aloud in a round robin format to their group. (Same groups as previous activity) After the first readings, students write down their initial understanding of the poem’s central idea/theme. Teacher passes out the Guiding Questions handout (Attachment 4D) and goes over the questions. <p>2nd Read:</p> <ol style="list-style-type: none"> Students will then read the poem a second time and answer the questions independently. Once students have been given time to answer the questions, they will turn to their partner and discuss their responses adding any new insights from their dyad discussions. Teacher should randomly select students to share out to the class. <p>Part 4: Interacting with the Text</p> <p><i>This task provides students with a strategy/tool to examine how an author constructs a text by noting what the author is doing (function) and saying.</i></p> <p>3rd Read:</p> <ol style="list-style-type: none"> Teacher models/guides students in identifying the function (do) and the content (say) of Lines 1/2 and 3 in the “Do/Say Chart.” (Attachment 4E or Attachment 4F-accelerated learners) In dyads, students complete Do/Say Chart for Lines 4 and 5 Independently, students complete Do/Say Chart for Lines 6 through 8. In table groups, students reread notes from the Do/Say Chart and their initial understanding of the central idea/theme (from previous task.) Groups then come to consensus on the central idea/theme of the poem (revised/expanded response) and write this down on the bottom of their Do/Say Chart. Independently, students reflect on how the central idea/theme of the text either supports or does not support one of the general statements the class developed on the influence of words or from the Extended Anticipatory Guide <p>Part 5: Extending Understanding</p> <ol style="list-style-type: none"> In the poem, Emily Dickinson expresses her feelings related to the impact language (words) have had on her. Reflect on how verbal and nonverbal language has had an influence on you. Complete a short Quick Write in which you describe ways that language has influenced you? Has the use of verbal and nonverbal language you’ve encountered had negative or positive effects on you? Or both? 	<p>Differentiated Instruction:</p> <p>English Learners:</p> <p>*Provide a written version of the preview statement. Students may use the sentence frame to guide their oral responses.</p> <p>Students Who Need Additional Support:</p> <p>*Provide copies of the poem to all students.</p> <p>*Pair students with a peer who can model and provide support with articulating their responses throughout the different tasks in the unit.</p> <p>*Students may use poem template or work in small groups to complete their poem.</p> <p>Accelerated Learners:</p> <p>*For part 3, advanced learners can dive more deeply into the language of the poem. Also, any time language supports are given, accelerated learners will be prompted to create their own sentences.</p> <p>* Accelerated learners will use the blank Do/Say chart.</p>
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Lesson Reflection	
Teacher Reflection Evidenced by Student Learning/ Outcomes	

Who is the intended audience?

What are the unsaid words in this advertisement?



I'm Nobody! (SCRAMBLE)

Then there's a pair of us! Don't tell!

To tell your name the livelong June

Are you Nobody too?

How dreary to be Somebody!

I'm Nobody! Who are you?

they'd banish us, you know!

To an admiring Bog!

How public – like a Frog –

I'm Nobody!

Emily Dickenson

1 I'm Nobody! Who are you?
2 Are you Nobody too?
3 Then there's a pair of us!
4 Don't tell! they'd banish us, you know!

5 How dreary to be Somebody!
6 How public – like a Frog –
7 To tell your name the livelong June
8 To an admiring Bog!

“I’m Nobody” Guiding Questions

1. How can you describe the author’s *tone*, or attitude towards herself? Use evidence from the text.
2. How is the word “nobody” used, positively or negatively? Use evidence from the text.
3. What *mood*, in other words, what message/feelings/thoughts, do you get from the poem? Use evidence from the text.
4. What words were said to influence the author to write this poem? Use evidence from the text.

DO/SAY CHART

“I’m Nobody!”

Section / Line #	DO What is the author doing?	SAY/MEAN What is the author/text saying? What does it mean? What is its significance?
Line 1 And 2	<i>Introduces herself and asks the audience a question.</i>	The author is saying that she is nobody, which makes us think she is not important. She asks her reader who they are using the pronoun “you”. She asks if “you” are also “nobody”.
Line 3	<i>States that there are now two of “us” who are “nobody”.</i>	She says “Then there’s a pair of us!” She seems excited because she uses an exclamation mark here. The word “pair” indicates that the two people are now together or friends.
Line 4	<i>Expresses concern about being “nobody”.</i>	
Line 5	<i>States that the opposite of being a nobody is being a somebody, and it would be “dreary”.</i>	
Line 6		
Line 7 and 8		
Central Idea/Theme <i>Ex: In the poem “I’m Nobody!”, Emily Dickinson (conveys, states, urges, explains, claims, discusses)...</i> How are words used to influence beliefs? How does Dickinson choose to react to others’ words?		

DO/SAY CHART

“I’m Nobody!”

Section / Line #	DO What is the author doing?	SAY/MEAN What is the author/text saying? What does it mean? What is its significance?
Line 1 And 2		
Line 3		
Line 4		
Line 5		
Line 6		
Line 7 and 8		
Central Idea/Theme <i>Ex: In the poem “I’m Nobody!”, Emily Dickinson (conveys, states, urges, explains, claims, discusses)...</i> How are words used to influence beliefs? How does Dickinson choose to react to others’ words?		

SAUSD Common Core Lesson Planner

Teacher:

Big Idea: Language has the power to influence others.

Essential Question: In what ways can language influence others? How can language be used to create positive change in others? How can language be used to create negative changes in attitudes and belief systems?

Unit: Lesson #: 5	Grade Level/Course: ELA 7	Duration: 1 day Date:
Common Core and Content Standards	Content Standards: RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
Materials/ Resources/ Lesson Preparation	<ul style="list-style-type: none"> ✓ Completed Thinking Maps for each text (Completed throughout the unit) ✓ Strong Academic Verbs (Attachment 2C) ✓ Paraphrasing Tips (Attachment 2D/E) ✓ Analysis of Evidence (Attachment 2F) ✓ Basic Structure of an Analytical Paragraph (Attachment 2G) ✓ Combined Thinking Map (Flow/Tree) for prewriting (Attachment 5A) ✓ Analytical Writing Prompt (Attachment 5B) ✓ Text-Based Writing Rubric (Attachment 5C) ✓ Analytical Paragraph Scoring Guide (Attachment 5D) ✓ Additional Suggested Tasks for Depth and Enrichment: (Attachments 5E – 5G) 	
Objectives	Content: Students will be able to write an in class essay analyzing the four texts they read during this unit.	Language: <ul style="list-style-type: none"> • Students will compose an analytical essay.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	

College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures <input type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Valuing evidence	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	FIGURE OUT THE MEANING		
Pre-teaching Considerations		Students should have all of their note-taking guides, assignments, and handouts ready to use for their analytical essay.	
Lesson Delivery Comprehension			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Opening		Prior Knowledge, Context, and Motivation: Remind students that they have compiled all of the information they will need to write their essays. The Thinking Maps they have completed will be their evidence that will support the Big Idea. *Students should revisit their Anticipatory Guides (from lesson 1) at this point. Students will complete the second column and write out the evidence for their opinions. The insight students gain from completing the Anticipatory Guide can be used for their concluding paragraph.	

<p>Body of the Lesson:</p> <p>Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p>	<ol style="list-style-type: none"> 1. Students should begin by completing the Anticipatory Guide and reflecting on what they have learned in regards to the influence words can have on different people, including themselves. 2. Then, go over the rubric and writing prompt with students paying close attention to the section titled “Your essay should.” 3. Students will have the remainder of the period to complete their essay. <ol style="list-style-type: none"> a. Teacher may choose to allow students to take the essay home to complete it. b. Teacher may also choose to take this piece of writing through all stages of writing to complete a revised and edited final draft that would include peer editing, teacher conferencing, and rewrites. 	<p>Differentiated Instruction:</p> <p>English Learners: *Pull these students to a small group setting and provide guided support for the writing assessment.</p> <p>Students Who Need Additional Support: *Pull these students to a small group setting and provide guided support for the writing assessment. *Use combined Thinking Map for organization of essay.</p> <p>Accelerated Learners: *Students can add a third body paragraph and use examples from the Circle Map, completed in Lesson 1, to demonstrate that “Language has the power to influence others.” *Students can include current and past events, people, ideas that have used the power of language to influence society and cultures around the world.</p>
<p>Lesson Reflection</p>		

**Teacher
Reflection
Evidenced by
Student
Learning/
Outcomes**

DRAFT

Introduction

(Make sure include your claim/thesis)

You may use your
Thinking Maps and
Anticipatory Guide

Positive Impact of Words

evidence

paraphrase

analysis

concluding sentence



Negative Impact of Words

evidence

paraphrase

analysis

concluding sentence

Conclusion

(restate your claim thesis in different words and provide reader with your final thoughts on the big idea that words have power to influence)

Name _____

Period _____

Analytical Writing

Throughout the unit, you’ve analyzed how words can have the power to influence others in various ways. Using evidence from the texts and media you have analyzed, write an essay in which you support the Big Idea: **Words have the power to influence.**

Your essay should:

- ☐ describe the different ways words can influence others
- ☐ provide text-based evidence showing how words can be used to create both positive and negative changes in attitudes and beliefs by using examples from:
 - “Are You Going to Finish Strong?”-Nick Vujicic
 - “The Poisonous Mushroom”-Ernst Hiemer
 - Excerpt from Adolf Hitler’s speech: *Reestablishing the National Socialist German Workers Party*, 27 February 1925
 - “I’m Nobody” poem-Emily Dickinson

Various advertisements

Use the following checklist to organize your writing. Make sure your essay includes:

- ☐ an **introduction**, which contains your claim/thesis
- ☐ at least **2 body paragraphs**, that support the Big Idea through the use of text-based evidence
- ☐ **transition** words/phrases that sequence the ideas and information
- ☐ a **conclusion**, which restates your thesis/claim in a new way and provides the reader with your final thoughts on the Big Idea: **Words have the power to influence**
- ☐ proper grammar, punctuation, and paragraph structure

Argumentation/Opinion Text-Based Writing Rubric Grade 7

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research 2 x =	The writing – <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to support an opinion with relevant and sufficient facts and details from resources with accuracy ▪ attempts to use credible sources*
Development 3 x =	The writing – <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused response ▪ establishes the significance of a claim or proposal ▪ distinguishes the claim from alternate or opposing claims ▪ skillfully supports claim(s) with logical reasoning and effective and relevant evidence 	The writing – <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ establishes a plausible claim or proposal ▪ acknowledges alternate or opposing claims ▪ supports claim(s) with logical reasoning and sufficient and relevant evidence 	The writing – <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ attempts to establish a plausible claim or proposal ▪ inconsistently supports claim(s) with logical reasoning and sufficient and relevant evidence 	The writing – <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ attempts to establish a claim or proposal ▪ supports claim(s) using evidence that is insufficient and/or irrelevant
Organization 2 x =	The writing – <ul style="list-style-type: none"> ▪ effectively introduces the claim(s) ▪ organizes the reasons and evidence logically in a manner that supports the writing task ▪ effectively uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence ▪ provides an effective concluding 	The writing – <ul style="list-style-type: none"> ▪ introduces the claim(s) ▪ organizes the reasons and evidence logically ▪ uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence ▪ provides a concluding statement or section that follows from and supports 	The writing – <ul style="list-style-type: none"> ▪ introduces the claim(s) ▪ organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence ▪ provides a sense of closure 	The writing – <ul style="list-style-type: none"> ▪ identifies the claim(s) ▪ has little or no evidence of purposeful organization
Language/Conventions 1 x =	The writing – <ul style="list-style-type: none"> ▪ demonstrates an exemplary command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure ▪ follows standard format for citation with few errors* 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally complete with sufficient variety in length and structure ▪ follows standard format for citation with few errors* 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with several errors* 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ employs language and tone that are inappropriate to audience and purpose ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with significant errors*

Analytical Paragraph Scoring Guide

ADVANCED

- ☐ Includes all of the Proficient criteria plus:
- ☐ 5 or more sentences of analysis
- ☐ 5 or more examples of precise language (verbs, nouns, and/or adjectives)

PROFICIENT

Content

- ☐ States a claim
- ☐ Cites textual evidence to support claim
- ☐ Paraphrases the evidence
- ☐ Analyzes the evidence (in support of the claim) in one or more of the following ways:
 - ☐ Explains Significance
 - ☐ Interprets Information
 - ☐ Compares/Contrasts Key Concepts
 - ☐ Examines Causes/Effects
 - ☐ Debates Ideas/Concepts
 - ☐ Evaluates Ideas/Rhetoric
- ☐ Concludes by stating how the evidence supports the claim

Language

- ☐ Includes 2-4 transitions and/or signal words and phrases
- ☐ Includes 2-4 precise verbs, nouns, and/or adjectives
- ☐ Uses complete sentence

BASIC

- ☐ Includes 4 of the “content” Proficient criteria.
- ☐ Includes 2 of the “language” Proficient criteria.

BELOW BASIC

- ☐ Includes fewer than 4 of the “content” Proficient criteria.
- ☐ Includes fewer than 2 of the “language” Proficient criteria.
- ☐ Task to be repeated after re-teaching
- ☐ Comments:

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Additional Suggested Tasks for Depth and Enrichment

(5E) R-A-F-T Activity:

This task helps students understand a topic from multiple perspectives, and students learn that authors write for different purposes and audiences, and in different formats.

1. Students will work independently to construct a R-A-F-T, which is a writing strategy that requires students to represent in a new format the author's view and the ideas presented in the text. Students will take on the role of the Jewish child. Students may do the research themselves or teacher can provide them with a short biography or memoir from the following websites:
 - a. www.auschwitz.dk/kulka.htm
 - b. http://www.museumoftolerance.com/site/c.tmL6KfNVLtH/b.5759983/k.6B50/Children_of_the_Holocaust/apps/nl/newsletter2.asp
2. Students will write a letter to Franz in response to the following prompt. After reading "The Poisonous Mushroom," give your perspective on the reality of Jewish communities in comparison to what is stated in the story. Refer to specific quotes and describe how words, like the ones in the short story, have had an impact on your family's life.
3. The following should be written visibly on the board or on a poster:

Role = Jewish child

Audience = Franz

Format = Friendly Letter

Topic = Perspective on the Jewish community (the opinions you have after reading "The Poisonous Mushroom")

4. Share rubric with students to make the expectations and task requirements clear.

RAFT: Personal Application of Ideas Rubric

Performance Indicators	Outstanding	Passing	Needs Revision
Content	<ul style="list-style-type: none"> - Addresses all parts of the prompt. - Follows specified Role, Audience, Format, and Topic. - Details/Perspectives/Opinions are based on the text - Provides strong evidence/information, via details to express ideas. 	<ul style="list-style-type: none"> - Addresses all parts of the prompt. - Mostly follows specified Role, Audience, Format, and Topic. - Details/Perspectives/Opinions are mostly based on the text. - Provides sufficient evidence/information, via text to express ideas. 	<ul style="list-style-type: none"> - Text does not address part of the prompt. - Does not follow specified Role, Audience, Format, and Topic. - Includes irrelevant information. Details/Perspectives/Opinions are not based on the text. - Insufficient evidence to express ideas.
Language	<ul style="list-style-type: none"> - Uses appropriate and varied words, phrases, and clauses to create cohesion. - Uses precise language and topic-specific vocabulary. - Uses correct Standard English grammar and conventions. 	<ul style="list-style-type: none"> - Uses appropriate words, phrases, and clauses to create cohesion. - Uses precise language and topic-specific vocabulary. - Uses mostly correct Standard English grammar and conventions. 	<ul style="list-style-type: none"> - Does not use appropriate words, phrases, and clauses. - Uses mostly casual, conversational language. - Frequent miscues in Standard English grammar and conventions.
Format	<ul style="list-style-type: none"> - Follows friendly letter format (greeting, salutation, etc.). - Neat and organized. - Follows guidelines for this work. 	<ul style="list-style-type: none"> - Mostly follows friendly letter format. - Neat and organized. - Follows guidelines for this work. 	<ul style="list-style-type: none"> - Does not follow friendly letter format. - Messy and unprofessional. - Shows lack of effort

This task provides students with a creative way to apply what they have learned to their personal lives.

(5F)

1. In the poem “I’m Nobody!” by Emily Dickinson, the poet describes and expresses her feelings related to the impact words have on her.
2. Reflect on words that have influenced you. Students engage in a think – write – pair – share to brainstorm ideas for this topic (What words have influenced you?).
3. Introduce the poetry writing assignment and the “Personal Application of Ideas Rubric.” Students will write their own version of “I’m Nobody”
4. Students use to following questions to help guide their writing: Write a poem describing how words have influenced YOU. In other words, how have words made you feel? How have words, said and unsaid, affected who you are?
5. Students who need additional support may use the attached template as a starting point.

I’m Nobody! Poem Template

Stanza 1

I’m _____

Are you _____

Then there’s _____

Don’t _____

Stanza 2

How _____

How _____

To tell _____

To an _____

Personal Application of Ideas Rubric

Performance Indicators	Outstanding	Passing	Needs Revision
Content	<ul style="list-style-type: none"> - Addresses all parts of the prompt. - Details/symbols/drawings creatively reflect how words have influenced you. - Provides strong evidence/information, via details/symbols/drawings to express ideas. 	<ul style="list-style-type: none"> - Addresses all parts of the prompt. - Details/symbols/drawings are relevant and reflect how words have influenced you. - Provides sufficient evidence/information, via details/symbols/drawings to express ideas. 	<ul style="list-style-type: none"> - Text does not address part of the prompt. - Includes irrelevant information. - Insufficient evidence to express ideas.
Language	<ul style="list-style-type: none"> - Uses appropriate and varied words, phrases, and clauses to create cohesion. - Uses precise language and topic-specific vocabulary. - Uses correct Standard English grammar and conventions. 	<ul style="list-style-type: none"> - Uses appropriate words, phrases, and clauses to create cohesion. - Uses precise language and topic-specific vocabulary. - Uses mostly correct Standard English grammar and conventions. 	<ul style="list-style-type: none"> - Does not use appropriate words, phrases, and clauses. - Uses mostly casual, conversational language. - Frequent miscues in Standard English grammar and conventions.
Format	<ul style="list-style-type: none"> - Neat and organized. - Follows guidelines for this work. 	<ul style="list-style-type: none"> - Neat and organized. - Follows guidelines for this work. 	<ul style="list-style-type: none"> - Messy and unprofessional. - Shows lack of effort